DOCUMENT RESUME

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ABSTRACT

A large number of the reading projects funded under Title II of the Elementary and Secondary Education Act emphasize access to books and other media, adult stimulation of reading, at home as well as at school, and reading for pleasure as well as for information. Notable Title II reading projects in 10 states are described in this report. They range from a library-centered reading program in a primary school in Kansas to a course in children's literature for parents and teachers in Oregon. Other projects include a film discussion program, a reading program for delinquent boys, three bilingual reading projects, and a student-centered language arts curriculum. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the project director are provided for each project. (TO)

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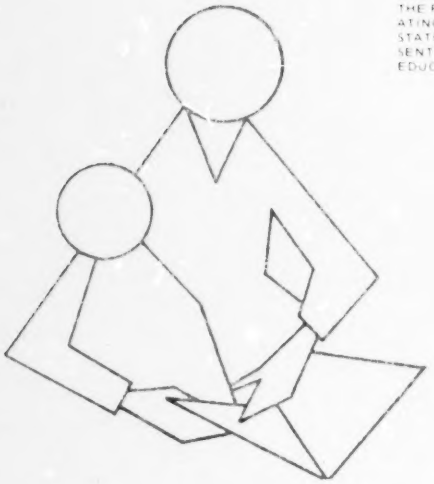

ESEA TITLE II and

The Right To Read

NOTABLE READING PROJECTS
JULY 1971 OE-30041

ESEA Title II Reading Projects Stress Access to Books and Adult Stimulation

A large number of the reading projects described in the first three reports on the contribution of title II (Elementary and Secondary Education Act) to reading development have emphasized access to books and other media and adult encouragement of reading.

Chief among the factors that are common to these projects emphasizing accessibility of materials is provision of relevant materials in sufficient quantities to meet the needs of pupils and teachers. Other factors that encourage optimum use of media include the efficient organization of materials, services of a competent media staff, liberal and flexible loan procedures, availability of the media center for use by individuals and groups throughout the school day, and placement of materials in classrooms and other study areas.

Many reading projects funded under title II also emphasize adult stimulation of reading, at home as well as at school, and reading for pleasure as well as information and achievement. In some projects, parents have the opportunity to learn practical ways they can help their children with reading—games and activities, books for family reading aloud, and books for a child's own library. Parents also learn that books and magazines in the home and their own reading habits condition children to an interest in reading.

The reading projects funded under title II also recognize the need for teachers to know and keep abreast of media for both professional and personal interests. The personal reading habits of teachers are a motivating factor for the reading achievement of pupils. Teachers and media personnel are increasingly cooperating to encourage pupils to use media frequently and develop their abilities to make effective and discriminating use of printed and audiovisual materials.

Notable reading projects funded under ESEA title II in California, Idaho, Illinois, Kansas, New Mexico, New York, Oregon, South Carolina, Utah, and Washington are described in this report. They range from a library-centered reading program in a primary school in Pittsburg, Kans., to a course in children's literature for parents and teachers in Madras, Oreg. Other interesting projects include a film discussion program, a reading program for delinquent boys, three bilingual reading projects, and a student-centered language arts curriculum. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202.

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Instant Précis - Reading Project

Title: PRESCRIPTIVE LIBRARY SKILL CENTER, BARNES ELEMENTARY SCHOOL, BEAVERTON, OREGON

Objectives: To provide prescriptive, diagnostic processes to determine student needs and to broaden learning and develop reading skill

Project: A skills center, with learning packages, filmstrips, records, books, tapes, and programed learning materials, provides elementary school pupils with the opportunity to learn at a pace controlled by the pupil himself and to learn with materials that enable him to experience success. Materials have been selected so that teachers and counselors can achieve their instructional objectives to the fullest degree by preparing assignments that provide for the needs and abilities of individual students. Secondary school pupils interested in teaching as a career serve as volunteer tutors under the supervision of the reading teacher and librarian. The skill center is open one evening each week for student use and for parent seminars on reading. Teachers help parents to assist children in finding books they can read and encourage parents to understand their children and their varying levels of reading achievement.

Number of pupils served: 519 public elementary school pupils

Amount and type of title II grant: Basic grant, $908 (books and audiovisual materials)

Other Federal program assistance: National Defense Education Act (NDEA) title III matching funds, $3,483, for minor remodeling and equipment

Evaluation: Pretesting and posttesting; parent survey; evaluation of counselors and teachers

Further information: Mrs. Georgenia Harms, Librarian, Barnes Elementary School, 4855 SW Erickson, Beaverton, Oreg. 97005

Title: SPANISH TEACHING—READING PROJECT, PENASCO JUNIOR HIGH SCHOOL, PENASCO, NEW MEXICO

Objectives: To improve ability of Spanish-surnamed pupils to read and write Spanish and to stimulate cultural pride

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Project: The addition of bilingual materials to this junior high school media center is part of an effort to broaden and improve the quality of education for Mexican-American pupils. Materials are intended to provide a constant invitation to students to read in both English and Spanish, and develop pride in Mexican-American heritage and culture. Daily use of media is encouraged by loaning media to classrooms to meet those needs that occur spontaneously as students study and learn. Media have been selected that provide for the varied interests of pupils, for different levels of maturity and ability, and for the wide range of demands evoked by the curriculum.

Number of pupils served: 160 public junior high school pupils

Amount and type of title II grant: Basic grant, $500 (books, audiovisual materials)

Evaluation: Standardized and teacher-prepared test; behavioral and attitudinal surveys

Further information: Mr. Estevan Lopez, Director of Curriculum, Penasco Public Schools, P.O. Box 188, Penasco, N. Mex. 87332

Title: DEVELOPING COMMUNICATIONS SKILLS THROUGH THE MULTI-MEDIA APPROACH TO READING, MILL CITY SCHOOLS, MILL CITY, OREGON

Objectives: To help children have successful learning experiences and to motivate interest in reading

Project: The tremendous impact of film on today's children and youth is recognized in three schools where films are used to introduce books, presenting good literature in another art form. Full length films based on children's books and books for young people, as well as shorter films, are shown to pupils. The books on which the films are based and books on similar subjects are readily available. Students are encouraged to explore and to enjoy films. Class and group discussions before and after viewing broaden the pupils' understanding and encourage them to pursue their special interests in various media.

Number of pupils served: 575 public elementary and secondary school pupils

Amount and type of title II grant: Basic grant, $883

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Evaluation: Regular testing by remedial reading teachers; observation of classroom teachers and counselors; teacher-parent conferences; use of controlled reader

Further information: Mrs. Helen L. Cox, Librarian, Mill City Schools, Administrative District 129 J, Box 1448, Mill City, Oreg. 97306

Title: CHILDREN'S LITERATURE FOR PARENTS AND TEACHERS, MADRAS SENIOR HIGH SCHOOL, MADRAS, OREGON

Objectives: To help parents of preschool pupils gain a basic knowledge of books and reading for their children and acquire ability to prepare their children to learn

Project: This project provides a course in children's literature to help parents in helping their children learn to read well and with enjoyment. Parents learn to select books for family reading aloud, books for individual children, and books for a child's own library. Explicit and practical advice is given on things parents can do to help their children in reading, with different suggestions provided for the various age levels. Reading to preschool children is stressed. Other factors common to better readers are discussed: parental interest in reading; availability of books in the home; less time looking at television; and playing family games that require mental exertion.

Number of pupils served: 50 parents of 100 preschool children

Amount and type of title II grant: Basic grant, $3,457 (books and printed materials)

Evaluation: Readiness of pupils entering school; increased library use; survey of community opinion

Further information: Mr. Darrell Wright, Curriculum Director, Jefferson County School District No. 509 J, 1301 Buff St., Madras, Oreg. 97741

Title: LIBRARY READING PROJECT, NEW MEXICO BOYS' SCHOOL, SPRINGER, NEW MEXICO

Objectives: To improve learning atmosphere and to stimulate interest in reading

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Project: A personalized reading program is in effect in this correctional school for boys. Pupils move at an individual pace, pursuing their interests and reading for purpose and meaning. Instruction in study skills, browsing opportunities, and reading guidance and counseling are available. Materials are chosen to enable pupils to explore vocational opportunities and follow their natural interests in sports, adventure, science fiction, simple biographies, outdoor life, popular music, and other subjects of concern to boys. Pupils read materials of their own choice, with direction and encouragement from teachers and a continuing exchange of information about books with other pupils.

Number of pupils served: 205 pupils

Amount and type of title II grant: Basic grant, $800 (books)

Other Federal program assistance: ESEA title I funds, $5,300, for personnel and Library Services and Construction Act (LSCA) title IV funds, $1,516, for books and other printed materials

Evaluation: Survey of use of library; evaluation of attitudes; use of standardized tests

Further information: Mr. Al Arellano, Principal, New Mexico Boys' School, P.O. Box 38, Springer, N. Mex. 87747; telephone: 505-483-2475

Title: **LINCOLN SCHOOL LIBRARY, ESEA TITLE II, PHASE II PROJECT, VALLEJO UNIFIED SCHOOL DISTRICT, VALLEJO, CALIFORNIA**

Objectives: To (1) provide students with library materials and services; (2) stimulate student enjoyment and satisfaction in reading; (3) provide opportunity to develop interests and develop desirable social attitudes; (4) help children become skillful and discriminating users of media; (5) work with teachers in selection and use of library materials for curriculum development; and (6) cooperate with other libraries to plan overall library programs

Project: A new library was established in this elementary school which serves an impoverished, highly transient population, with Chinese, Mexican, Filipino, Portuguese, Italian, and Negro families represented. The program includes story hours, book talks, freedom to browse, liberal loan policies, evening hours, and instruction in study skills. Publicity for parents and others in the community describing the objectives of the program has created intense interest. Upper-class students carry on a reading aloud activity for kindergarten pupils as motivation for both groups. Special attention has been given to teacher knowledge of materials and how to use them in elementary school instruction.

Instant Precis - Reading Project

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Number of pupils served: 325 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $24,705 (books, printed materials); $7,318 (audio-visual materials)

Other Federal program assistance: ESEA title I funds, $86,000, for personnel, facilities, and equipment, and NDEA title III matching funds for equipment

Evaluation: Use of library materials, reading scores

Further information: Mr. John Nicoll, Superintendent of Schools, Vallejo Unified School District; Mr. Lee Cockrum, Principal, Lincoln Elementary School, 620 East Carolina St., Vallejo, Calif. 94590; telephone: 707-643-2339

Title: **ELEMENTARY SCHOOL REFERENCE, HARRISON ELEMENTARY SCHOOL, TWIN FALLS SCHOOL DISTRICT NO. 411, TWIN FALLS, IDAHO**

Objectives: To (1) improve study skills of students; (2) motivate teacher use of library resources; and (3) study impact of increased library resources on reading and study habits of students

Project: This project is a schoolwide effort to instruct pupils in the use of books and other media as an integral part of the classwork in various subject areas of the school program. Simple and practical instruction in study skills deals with the essentials of satisfactory and independent use of media. Pupils are encouraged to develop habits of thinking about what they read and of looking up information about it that will enrich the reading experience. Various techniques are employed to excite children's interest in reading: rolling carts of materials related to units of study, bulletin boards, displays, lists of books for special interests, and the free loan of materials for use at home.

Number of pupils served: 1,127 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $7,500

Evaluation: Comparison with pupils in a control school in terms of use of library materials and standardized reading and study skills tests

Further information: Mr. George R. Staudaher, Assistant Superintendent, Twin Falls School District No. 411, 201 Main Ave. West, Twin Falls, Idaho 83301; telephone: 208-733-6900

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Title:	NEW YORK STATE RIGHT TO READ PROTOTYPE, ENGLISH VILLAGE ELEMENTARY SCHOOL, GREECE CENTRAL SCHOOL DISTRICT NO. 1, ROCHESTER, NEW YORK
Objectives:	To (1) develop an exemplary reading program in conjunction with the Right To Read Task Force; (2) reinforce and augment the humanities program; (3) individualize instruction; and (4) test new methods of instruction
Project:	This program in reading improvement uses interdisciplinary approaches to provide individualized instruction to each child. Instructional teams include classroom teachers, media staff, and subject matter specialists in art, music, speech, and physical education. The time and materials are available for students to work and progress at their own speed and pursue special interests. The library program has been expanded; films, filmstrips, and other media are increasingly integrated into the curriculum to improve cultural experiences and create in students a readiness and desire to achieve in the language arts area. Each teacher has attended inservice programs leading to the implementation of new instructional techniques and utilization of media in the classroom.
Number of pupils served:	583 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $20,000
Other Federal program assistance:	NDEA title III matching funds, $3,769, for minor remodeling and equipment
Evaluation:	An evaluation committee report based on questionnaires and observations
Further information:	Mr. David B. Robinson, Superintendent, Greece Central School District No. 1, Rochester, N.Y. 14612; Mr. Richard Edgett, Principal, English Village Elementary School, 800 Tait Ave., Rochester, N.Y. 14616; telephone: 716-621-1000

Title:	UTAH SYSTEMS APPROACH TO INDIVIDUALIZED LEARNING, BOUNTIFUL-DAVIS SCHOOL DISTRICT, LEO J. MUIR SCHOOL, BOUNTIFUL, UTAH
Objectives:	To (1) improve general reading ability; (2) encourage reading for pleasure and information; and (3) install a multimedia approach to instruction

ESEA Title II

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Instant Precis - Reading Project

Project: A basal reading program is the instructional core of a systems approach to reading and individualized learning in all subject areas. A wide variety of supplementary enrichment activities is designed to fit the specific needs of individuals for development of further skill and for enjoyment. Books, filmstrips, tapes, film loops, models, and learning packages lead children to new experiences in all areas of the curriculum and extend the boundaries of their knowledge and experience. Listening and viewing experiences broaden the students' understanding of audiovisual media as art forms.

Number of pupils served: 550 public elementary school pupils

Amount and type of title II grant: Basic grant, $6,000

Evaluation: Standardized and locally prepared tests; reading surveys; use of library materials

Further information: Mrs. Ruth Anderson, Media Coordinator, L. J. Muir Elementary School, 2275 South Davis Blvd., Bountiful, Utah 84010

Title: GEORGE E. NETTELS DEMONSTRATION LIBRARY MEDIA CENTER, PITTSBURG, KANSAS

Objectives: To (1) develop and utilize library media center services and materials in an elementary school reading program, K-3; (2) determine the effects of increased library resources on reading development; and (3) demonstrate the use of library media services and materials in reading instruction

Project: A library-centered reading program, starting in the kindergarten and continuing through grade 3, stimulates and motivates the development of reading habits in this primary school. The program depends upon the extensive media collection to meet the interests and abilities of every pupil. A warm and friendly atmosphere, wide range of reading materials and other media, and expert instructional guidance of teachers and media staff encourage every pupil to pursue his interests, thus closely identifying the media center with his recreational activities as well as academic interests. Media staff work closely with teachers by making suggestions about materials, guiding student use of media, and scheduling media instruction to meet student needs.

Number of pupils served: 23 public elementary school pupils

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Amount and type of title II grant:	Special-purpose grant, $5,000
Other Federal program assistance:	Coordinated with activities funded under ESEA title III
Evaluation:	Diagnostic reading tests and skill tests; subjective evaluation of teachers; use of library materials
Further information:	Mr. Earl Bevan, Superintendent, Unified School District No. 250, 1310 North Broadway, Pittsburg, Kans. 66762; telephone: 316-231-3100

Title:	**EXPANDING THE ROLE OF THE MEDIA CENTER IN STIMULATING READING, PARKROSE HEIGHTS JUNIOR HIGH SCHOOL, PORTLAND, OREGON**
Objectives:	To encourage reading as an integral part of all learning and to stimulate recreational reading
Project:	The faculty in this school is engaged in a saturation technique in reading—saturating the environment with so many good books and other materials that there is no pupil who cannot find media to interest him. Contemporary record albums; paperback books; periodicals; high-interest, low-vocabulary media mix kits; and filmloops are available. A major emphasis is the pupil's selection of his own learning material. Concern for individuality is expressed in an environment of friendliness, encouragement, respect, freedom, discipline, and holding each pupil to his best.
Number of pupils served:	614 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $4,000; basic grant, $1,000
Evaluation:	Surveys of behavioral and attitudinal change; informal judgments of teachers and media staff; use of materials
Further information:	Mr. Robert W. Vogt, Librarian, Parkrose Heights Junior High School, 12456 NE. Brazee St., Portland, Oreg. 97203

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Title: AN INDIVIDUALIZED READING MEDIA CENTER FOR PRIMARY GRADES, SUNNY RIDGE SCHOOL, SCHOOL DISTRICT NO. 131, NAMPA, IDAHO

Objectives: To help children achieve mastery of communication skills and techniques required for language competency and to motivate children toward increased interest in reading

Project: Five learning centers for study, research, and recreation are provided for primary school pupils (largely children of migrant farm workers). Emphasis is placed upon improving listening, speaking, writing, and reading skills through extensive use of printed and audiovisual materials and audiovisual equipment. Audiotapes are used to provide new listening and learning experiences. The enrichment programs include use of films, filmstrips, books, and magazines on subjects of cultural interest as well as subjects that aid in the achievement of instructional objectives.

Number of pupils served: 190 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $1,500

Other Federal program assistance: ESEA title I (Migrant Education) and NDEA title III matching funds for equipment

Evaluation: Standardized tests; pupil-teacher conferences

Further information: Mr. Wesley Steck, Director, Federal Projects, School District No. 131, Route No. 4, Nampa, Idaho 83651; telephone: 208-466-1201

Title: LIBRARY SPANISH-ENGLISH SERVICES, ST. ANTHONY ELEMENTARY SCHOOL, PENASCO, NEW MEXICO

Objectives: To (1) improve ability of Spanish-surnamed pupils to read and write Spanish; (2) stimulate reading in both Spanish and English; (3) encourage bilingualism for all students; and (4) individualize learning

Project: Emphasis is placed on reading proficiency in Spanish and English by the provision of bilingual materials for the school library. Students are encouraged to do free reading in both languages and are taught to use library resources more effectively and to improve study skills. Materials are available to all students in a setting that offers easy access to teachers. Several approaches are used to make reading meaningful and attractive, including opportunity to discuss books with other pupils and with teachers.

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Number of pupils served:	127 private elementary school pupils
Amount from title II for materials to be loaned:	$600 (books, printed materials)
Evaluation:	Analysis of achievement and reading scores; reading performance surveys; teacher observation; increased use of library materials
Further information:	Sister Rosalie Silvinski, Principal, St. Anthony Elementary School, Box 226, Penasco, N. Mex. 87553

Title:	**WILLIAMSBURG COUNTY, KINGSTREE, SOUTH CAROLINA**
Objective:	To improve the education of disadvantaged children through an intensive reading program
Project:	Williamsburg County is a rural, isolated, deep-South school district with limited financial resources and a high incidence of poverty. All library resource acquisitions in Williamsburg County are designed to undergird a reading program which begins with a countywide kindergarten for 5-year-olds funded under ESEA title I. The county operates an extensive Follow Through program in the primary grades in selected schools and a title I "open classroom" approach in those primary grades where Follow Through is not operational. Title II reading materials support both of these programs as well as a clinical reading program operated under a title III ESEA grant and a Career Opportunities program under the Education Professions Development Act (EPDA).
Number of pupils served:	11,532 public school children
Amount and type of title II grant:	Basic grant, $31,189
Other Federal program assistance:	Entire educational program in Williamsburg County, designed for maximum, coordinated impact of programs from all funding sources, including titles I, II, and III ESEA, title III NDEA, Follow Through, and a Career Opportunities program under EPDA
Evaluation:	Subjective evaluation by teachers, supervisors, and administrators; objective evaluations
Further information:	R. C. Fennell, Superintendent, Williamsburg County Schools, Kingstree, S.C. 29556

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Instant Precis - Reading Project

Title: MULTIMEDIA APPROACH TO READING, LINCOLN PARK ELEMENTARY SCHOOL, PORTLAND, OREGON

Objectives: To (1) diagnose student needs and locate suitable media for learning; (2) install an independent reading program; and (3) motivate self-directed learning

Project: The major emphasis in this individualized reading program is the pupil's selection of his own reading material. To this end, a rich and worthwhile collection of books, magazines, newspapers, pamphlets, paperbacks, reading laboratories, programed instructional materials, controlled reader filmstrips, recordings, and self-instructional games and puzzles is available. Individual conferences give teachers opportunities to encourage each pupil, show him specific ways he is improving, and help him learn how to learn. Materials are easily accessible and available for students to use in the school and in the home.

Number of pupils served: 483 public elementary school pupils

Amount and type of title II grant: Basic grant, $845 (books, other printed materials, audiovisual materials)

Other Federal program assistance: NDEA title III matching funds, $9,537, for minor remodeling and equipment

Evaluation: Pretests and posttests; informal observations of teachers and media staff; student self-evaluation; parent-teacher conferences

Further information: Mr. Richard Lewis, Principal, Lincoln Park Elementary School, 2001 SE 135th Ave., Portland, Oreg. 97233

Title: RECREATIONAL READING AS A MOTIVATION TOOL TOWARD THE HABIT OF READING FOR DESIRED INFORMATION, EDWARDS COUNTY, COMMUNITY SCHOOL DISTRICT NO. 1, ALBION, ILLINOIS

Objectives: To help children improve skills and techniques that are required for reading mastery and to motivate interest in reading

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Project:	The major purpose of the reading improvement program in this school district is to provide opportunities for pupils to experience and enjoy good books through reading, listening, and discussion. By the provision of relevant reading material in attractive and stimulating surroundings, pupils are invited to satisfy their reading interests. A varied program of reading guidance is designed to make pupils feel at home as readers and contribute to their growth in the discriminating selection of their own reading matter. Through a reading program geared to individual needs, pupils are encouraged to continue their reading interests when formal education ends.
Number of pupils served:	1,386 public elementary and secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $1,065 (books, printed materials); $390 (audiovisual materials)
Evaluation:	Case studies of students making frequent use of center; behavioral and attitudinal surveys; parent-teacher questionnaire
Further information:	Mr. Chester O. Gillette, Superintendent, Educational Service Region, Edwards County Courthouse, Albion, Ill. 62806; telephone: 618-445-2814

Title:	**MULTIMEDIA SERVICES PROJECT, MILFORD HIGH SCHOOL, BEAVER COUNTY SCHOOL DISTRICT, MILFORD, UTAH**
Objectives:	To (1) improve classroom performance and achievement in reading and other subjects; (2) improve the learning atmosphere of pupils' homes; (3) stimulate student interest and self-direction in learning; and (4) stimulate personal interests and hobbies
Project:	The media collection selected for this project meets the requirements of the various curriculum areas and provides for the diverse learning skills of individuals. Media are also included to inspire and meet the independent interests and research needs of pupils. Resources of the media center and services of professional staff members are available whenever needed by students and teachers. Instruction in study skills and use of the various media helps pupils to acquire independence in learning and gain skill in the techniques of inquiry and critical evaluation.
Number of pupils served:	207 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $315 (books, printed materials)

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Other Federal program assistance:	NDEA title III matching funds, $350, for equipment
Evaluation:	Reading performance surveys; behavioral and attitudinal surveys; observation of teachers and media staff of ability of pupils to use media
Further information:	Dr. Robert Bliss, Superintendent, Beaver County School District, Beaver, Utah; Mr. Jesse E. Long, Principal, Milford High School, Milford, Utah 84751; telephone: 801-387-2715

Title:	**DEWEY INDEPENDENT STUDY KIT (DISK), JOHN DEWEY HIGH SCHOOL, 50 AVENUE X, BROOKLYN, NEW YORK**
Objectives:	To (1) expand reading instruction and cultural units in the social sciences and humanities; (2) provide additional materials, including those locally produced; and (3) provide additional space for independent study
Project:	In this school, pupils spend 25 percent of their time pursuing independent studies. Social studies and humanities classes concentrate on reading skills and coverage of cultural units. Teachers motivate students to make extensive use of the media center for ready access to reference material, during seminar classes or when they are preparing projects. Equipment and materials are available to assist pupils and teachers in producing transparencies, video and audio tapes, slides, and filmstrips to suit special needs. This study program is beginning to develop in pupils a new independence and competency in their use of information and materials.
Number of pupils served:	2,000 public and 70 private secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $40,000
Other Federal program assistance:	NDEA title III matching funds, $37,428, for minor remodeling and equipment
Evaluation:	Questionnaires and checklists; anecdotal reports from students; teacher accessments
Further information:	Dr. Harvey Scribner, Chancellor, New York City Board of Education, 110 Livingston St., Brooklyn; Mr. Sol Levine, Principal, John Dewey High School, 50 Avenue X, Brooklyn, N.Y. 11223; telephone: 212-373-6400

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Title:	NEW LOOK IN INSTRUCTIONAL PATTERNS, K-6, RICHLAND SCHOOL DISTRICT, RICHLAND, WASHINGTON
Objectives:	To (1) investigate, experiment with, and evaluate the use of paperback books; (2) improve reading and study skills; and (3) motivate pupils toward improved academic achievement
Project:	This small elementary school is experimenting with a library program, limiting the book collection as nearly as possible to paperback books. This is an effort to compare use of paperback books with use of a regular collection in a control school. (Paperback books are generally considered to have more appeal than hardbound books.) Various techniques are used to get children interested in books and to obtain parental support—book displays, group discussion, posters, special book lists, library evening hours for parents and students, opportunities to spend unscheduled time looking at materials. Students are taught how to evaluate and use the materials of communication to broaden their knowledge and derive personal enjoyment.
Number of pupils served:	450 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $4,430 (books)
Other Federal program assistance:	NDEA title III matching funds for equipment
Evaluation:	Use of materials, standardized study skills tests; sampling of student opinion
Further information:	Mrs. Anna M. Beachner, Richland School District, 615 Snow Ave., Richland, Wash. 99325

Title:	COMMUNICATIONS UNLIMITED, WEST VALLEY SCHOOL DISTRICT, YAKIMA VALLEY, WASHINGTON
Objectives:	To (1) place increased responsibility for learning on students; (2) individualize instruction in language arts; and (3) provide indepth study of topics of particular importance and interest to students

ESEA Title II

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Instant Precis - Reading Project

Project:	Language arts teachers, librarians, and school administrators in this school district have cooperatively developed a student-centered curriculum beginning in grade 6 and continuing through senior high school. The program permits students to select among a variety of topics for study. Students pursue a self-directed learning program that provides for individual needs and abilities. Student access to teachers and teacher planning time has been increased 100 percent. Learning packages based on student performance objectives have been developed by the instructional staff and students. There are opportunities for small and large group activity. Resource people from the community are available.
Number of pupils served:	1,200 public elementary and secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $35,027 (printed and audiovisual materials)
Other Federal program assistance:	Integrated with ESEA title III program
Evaluation:	Teacher-pupil evaluation; on-site evaluations from teacher education faculty in cooperating college; parent advisory committee; use of materials
Further information:	Mrs. Donna Huges, West Valley School District, Rt. 4, Box 307, Yakima, Wash. 98902

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